Junior College Night
Class of 2021

“Judging a college by the grades and scores of the freshmen it selects is like judging the quality of a hospital by the health of the patients it admits. What happens during the stay is what counts.”

~ Loren Pope, author of Colleges that Change Lives

College Counseling Office

Jen FitzPatrick
Darnell Heywood
Jon Wagshul
Joan Young
The Heart of the Matter

Important to Know
- We love kids
  - We love colleges
  - We love this work
- Our backgrounds = college admissions & teaching
- #1 Goal: help demystify and clarify this process

College Counseling Philosophy
- Help families navigate the college admissions process so students may find the right fit and make a college match
- Communication is important – this is a dialogue
- This process is not transactional; our process is rooted in education and the school setting

Tonight’s Agenda
- Provide a roadmap for the next 18 months
- Provide compass points as students and parents try find their true north as it relates to colleges
- Demystify college admission landscape and separate myth from reality
- Give tips for how to start your “biggest school project ever”
- Help families gain a better understanding of what to expect from College Counseling at CA

Tip: It’s o.k. to laugh at our jokes and have fun tonight
#Goals…in 18 months

Class of 2019

## Winter/Spring

- **November**
  - Student meetings with College Counselors begin
  - College Counseling Class begins for students
  - Parent Coffee series begins for parents

- **December**
  - In-school SAT Testing
  - SAT/ACT Testing and Visiting Colleges

- **January**
  - College Research
  - Columbus NACAC College Fair
  - Feb. 9, 1:00-4:00

- **February**
  - Winter/Spring: College Visits
  - Spring Break: College Visits

- **March**
  - Spring Break: College Visits
  - Spring Break: College Visits

- **April**
  - Spring Break: College Visits
  - Spring Break: College Visits

*Spring Break: College Visits*
How Does College Admissions Work?

The Admissions Funnel

Sample College
120,000 pool “searched”

35,000 Inquiries –
Type 1: you find them
Type 2: they find you

4000 Apps
2000 Admits
550 Enroll

Total Pool

Inquiries/Prospective Applicants

Applicants

Percent of students admitted = selectivity

Admitted Students

Percent of students who decide to enroll = yield

Enrolled Students

Successful Students!

Myth versus Reality

Myth

I vote to accept that student!

Reality

What?? I see a clear Wait List.
“It’s all about the stats”

**Myth versus Reality**

<table>
<thead>
<tr>
<th>What People Think It’s About</th>
<th>But What It’s Really About ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Qualities</td>
<td>What the College Needs</td>
</tr>
<tr>
<td>Extracurricular Leadership</td>
<td>Filling Athletic Slots</td>
</tr>
<tr>
<td>Grades</td>
<td>Meeting Net Tuition Revenue Goals</td>
</tr>
<tr>
<td>Connections to Alumni</td>
<td>Having Enough Majors in Each Dept.</td>
</tr>
<tr>
<td>Stunning Essays</td>
<td>- Ex: Classics and Humanities</td>
</tr>
<tr>
<td>Sparkling Interviews</td>
<td>Gender Balance</td>
</tr>
<tr>
<td>Being a Superfan</td>
<td>Best Possible Metrics</td>
</tr>
<tr>
<td>Well-Rounded Student</td>
<td>Well-Rounded Class</td>
</tr>
<tr>
<td>Racial/Socioeconomic Diversity</td>
<td>Geographic Diversity</td>
</tr>
<tr>
<td>First Generation College Students</td>
<td>Keeping Connected Alumni Happy</td>
</tr>
</tbody>
</table>
Three Steps to a Happy College Process

1. Guided Self Reflection
2. College Research – Building a List
3. Application & Selection Process

Step #1: Guided Self Reflection

- Website/tools
  - bigfuture.collegeboard.org/majors-careers
  - 16personalties.com
  - Others listed on handout in folder and we’ll use Maia Learning software

- “Do What You Are” – Myers Briggs type of assessment in College Counseling Class

- Exercises in College Counseling Class designed to help students think about:
  - who they are, how they learn
  - strengths and weakness
  - special gifts and talents
Step #1: Guided Self Reflection

College Counseling Class:
- Introduction to the Columbus Academy College Process
- Self-Assessment Exercises
- Finding Colleges that Fit and College Research Tools
- Standardized Testing Overview
- Planning Campus Visits
- Practice College Interviews
- Brainstorming the College Essay
- The College Application Process
- Financial Aid & Merit Scholarships
- NCAA/Athletic Recruiting

May: Draft Essay (in English class)
August: Application Workshops

Step #2: College Research

Beginning the College Search – Questions to ask
- **Type of School**
  - liberal arts college
  - research institution
  - state university
  - art school, military academy, etc.
- **Size & Location**
  - small town, suburban, urban
  - distance from home
- **Academics and Selectivity**
- **Cost & Financial Aid**
- **Misc. factors** – athletics, the arts, ROTC, religious needs, all women’s college, HBCU, fraternities/sororities, support services for learning differences
IF COST IS IMPORTANT and FUNDS ARE LIMITED

You START your search with those parameters

• Type of School
  - liberal arts college
  - research institution
  - state university
  - art school, military academy, etc.

• Size & Location
  - small town, suburban, urban
  - distance from home

• Academics and Selectivity

• Cost & Financial Aid

• Misc. factors — athletics, the arts, ROTC, religious needs, all women’s college, HBCU, fraternities/sororities, support services for learning differences

Step #2: College Research – Finances

Paying for College

• It’s not what parents say they can pay or afford, it’s what the federal methodology and college dictate

• Net Price Calculator
  • This is not a guessing game

• No Silver Bullets

• FAFSA/CSS Profile

• Merit Aid

• Earlier Deadlines for ED/EA
How do I know?

Don’t be the ostrich

Expected Family Contribution (EFC) Calculator

Why aren’t all colleges in the overlap a good fit?

-- location, level of selectivity, cost, ethos
Step #2: College Research - Building a College List

But how do you know what the college has to offer?

What the College Has to Offer

Step #2: College Research - Shaping a College List

• The college list is a work in progress
• Important to cover all three levels

Reach

Possible
“`I'm in the range`”

Sleep at Night
“`Likely to be Admitted`”

Work together with College Counselor to research colleges, exchange information, add & delete schools – keep options open
As you build your list, be as open to these....

...as you are to these
The College Search at Academy

On average, Academy students:

- Visit 10-15 college campuses
- Apply to about 7-8 colleges
  - Receive 4 offers of admission
  - Receive 5 offers when including wait list

In the current senior class:
  - GPA ranges are from 2.20 - 4.68
  - ACT ranges are from 18 - 36; SAT from 920 - 1600

The College Search at Academy

On average, Academy students:

- Enroll in 55 to 60 different colleges each year
- Enroll across the country (and internationally)
- 2/3 go out of state
Step #3: Applications
Info Colleges Receive about You

High School Transcript
- School Profile
- Rigor of Curriculum
- Grades and Trends

Standardized Test Scores
- SAT or ACT
- SAT Subject Tests (required by very few)
- AP Exams (not required for admission)

Personal Info/Extracurricular
- Counselor Recommendation (flood light)
- Teacher Recommendations (spot light)
- Essays
- Activities/Leadership/Impact of Involvement
- Interview notes (if interviews are offered – note: these are on the decline)
Step #3: Applications
Info Colleges Receive – Standardized Testing

SAT
Two Sections Required
- Evidence-Based Reading & Writing + Math
- Third Section (Essay) is optional, and needed by few

ACT
Four Sections Required
- Science, Reading, Math, English
- Fifth Section (Essay/Writing) is optional, and needed by very few

Test-Optional Colleges – see www.fairtest.org
Ex: Bowdoin, Wake Forest, Denison, St. Lawrence, U Chicago

SAT Subject Tests
Required by a few very selective colleges

Step #3: Applications
Info Colleges Receive – Personal/Extracurricular

Colleges want students who are active, engaged, and will contribute to life on their campus
- Counselor Recommendation & Teacher Recommendations
- Leadership & Impact
- School Activities/Clubs
- Community Involvement
- Interview (offered by very few schools)
  - On campus or with local alumni
- Demonstrated Interest (measured by some schools)
  - Is the student on the college’s mailing list?
  - Is the student opening the e-mail a college sends to them?
    - Did the student click on the links? Go to the website?
  - Has the student officially visited campus? Has the student interviewed (if offered)?
  - Did the student meet with the admissions rep. at the high school?
Step #3: The Application

Q: What can you control?
A: How you tell your story in an authentic and efficient way

Factors in Admissions Decisions

| Importance of Various Factors in the Admission Decision: First-Time Freshmen | Percentage of Colleges Rating As: |
|---|---|---|---|---|---|
| | Completely Important | Moderately Important | Limited Importance | Not Important |
| Grades in All Courses | **74.5** | 15.0 | 5.5 | 5.0 |
| Grades in College Prep Courses | 71.2 | 16.8 | 5.9 | 4.1 |
| Strength of Curriculum | **62.1** | 21.9 | 8.7 | 7.3 |
| Admission Test Scores (SAT, ACT) | **46.7** | 37.1 | 12.2 | 4.9 |
| Essay or Writing Samples | 23.2 | 33.2 | 24.1 | 19.5 |
| Students Demonstrated Interest | 16.1 | 39.9 | 20.0 | 22.1 |
| Guidance Recommendation | 15.1 | 40.4 | 26.6 | 17.9 |
| Teacher Recommendation | 14.2 | 40.2 | 26.5 | 19.2 |
| Class Rank | 9.1 | 29.1 | 54.1 | 27.7 |
| Extracurricular Activities | 8.4 | 41.0 | 32.0 | 18.7 |
| Portfolios | 8.4 | 11.9 | 28.9 | 54.8 |
| Subject Test Scores (AP, IB) | 5.5 | 18.3 | 35.2 | 41.1 |
| Interview | 5.5 | 16.4 | 38.3 | 40.9 |
| Work | 4.2 | 20.6 | 26.9 | 30.4 |
| State Graduation Rate/Score | 2.3 | 18.7 | 18.8 | 70.2 |
| SAT II Scores | 1.0 | 5.6 | 14.8 | 77.6 |

Source: NAICU Admission Trends Survey, 2010-2011
Colleges with low admit rates “shape” the freshman class

- Looking for a well-rounded class, not necessarily a well-rounded student
- Admission Goals
  - Legacy and Special Connections
  - Recruited Athletes
  - Diversity - gender, geographic, religion, ethnicity, intended major, first gen
  - Net Tuition Revenue

External Factors
- These are the areas out of your control
  - Number of applicants
  - Quality of the applicants
  - “Your” college becoming hot and popular overnight

What about The Ohio State University?
Why so many applicants?

1. Over 3 million U.S. high school grads/year
2. 66-70% of HS grads go on to college, in 1980, less than 50%
3. Students apply to more colleges
4. Large numbers of international students applying to colleges in the U.S.
“Jones and Ginsberg explain that ‘the pressure from parents and high schools to get into college is producing the most anxious, stressed, sleep-deprived generation ever’ while Weissbourd believes that the impact of this kind of stress has escalated to the point of becoming a public health problem.

…this creates what one researcher calls a "truncated sense of self", in which teens never have the opportunity to fully explore who they are and who they might become...

...a secondary consequence of this kind of achievement culture is manifested in perfectionism and a pronounced fear of failure.”
The Balanced List

Reach (Unlikely)  Possible  Sleep at Night (Likely)

How many colleges actually have very low admit rates?

<table>
<thead>
<tr>
<th>Proportion of applicants accepted for admission</th>
<th>Public</th>
<th>2-year</th>
<th>Private</th>
<th>For-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10% accepted</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>10.0% to 24.9% accepted</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>25.0% to 49.9% accepted</td>
<td>11.3%</td>
<td>2.2%</td>
<td>14.1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>50.0% to 74.9% accepted</td>
<td>10.8%</td>
<td>3.1%</td>
<td>15.8%</td>
<td>10.4%</td>
</tr>
<tr>
<td>75.0% to 88.9% accepted</td>
<td>9.7%</td>
<td>3.9%</td>
<td>15.4%</td>
<td>8.1%</td>
</tr>
<tr>
<td>90.0% or more accepted</td>
<td>3.0%</td>
<td>1.3%</td>
<td>3.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Institution has no application criteria</td>
<td>1.0%</td>
<td>0.2%</td>
<td>1.0%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Number of undergraduate institutions reporting application data:

- Public: 669
- 2-year: 1,023
- Private: 1,240
- For-profit: 96
- 4-year: 494
- 5-year: 509

Less than 6%
Sample Student from CA

**Viking #1**

- **3.89** weighted cumulative GPA with 4 Honors courses in soph and junior year
- **ACT 31**

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**Junior Year Thoughts/Visits for Viking #1**

- Wants international studies major at an out-of-state college
- Wants a college or university to validate their hard work and achievement
- Strong field hockey interest, possibly wants to play in college

<table>
<thead>
<tr>
<th>U of Chicago</th>
<th>Dickinson College</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Lawrence University</td>
<td>McGill U (Canada)</td>
</tr>
<tr>
<td>George Washington</td>
<td>U of Toronto</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>Haverford College</td>
</tr>
</tbody>
</table>
Viking #1:
The Search Progresses

Time and Change:
• Haverford is top choice, hopes to play F.H.
• Begins to understand admissions selectivity
• Senior year ACT scores were not as high as student had hoped
• Parents say they need to add in-state and lower cost options. *Reality hits.*

<table>
<thead>
<tr>
<th>Denison University</th>
<th>The Ohio State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viking #1 adds two colleges</td>
<td></td>
</tr>
</tbody>
</table>

Viking #1 Applies to Colleges

• Final list is slightly different than original search list
• Submits a long shot Early Decision application and applies to several non-binding Early Action programs

<table>
<thead>
<tr>
<th>Dickinson (EA)</th>
<th>George Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haverford (ED)</td>
<td>The Ohio State University (EA)</td>
</tr>
<tr>
<td>Northeastern (EA)</td>
<td>University of Toronto</td>
</tr>
<tr>
<td>McGill</td>
<td>St. Lawrence</td>
</tr>
<tr>
<td>Denison University</td>
<td>U. of Chicago</td>
</tr>
</tbody>
</table>
## Final Application List for Viking #1

- Revisited several campuses in April before making final decision

- Final selection: larger school in a city, in-state, where student could study in a desired program at cost parents could afford

<table>
<thead>
<tr>
<th>University</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dickinson (EA)</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>George Washington (EA)</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>Haverford (ED)</td>
<td>DENIED</td>
</tr>
<tr>
<td>The Ohio State University (EA)</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>Northeastern (EA)</td>
<td>WAIT LIST</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>WAIT LIST</td>
</tr>
<tr>
<td>McGill (ED)</td>
<td>WAIT LIST</td>
</tr>
<tr>
<td>St. Lawrence (ED)</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>Denison University</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>U. of Chicago (ED)</td>
<td>DENIED</td>
</tr>
</tbody>
</table>

## Sample Student #2 from CA

Viking #2

- **3.08** weighted cumulative GPA
- **ACT 24**
- student who showed incremental improvement throughout high school
Junior Year Thoughts/Visits for Viking #2

- Wants business major
- Sees self at a larger university, preferably in a warm climate
- Strong athlete, but not initially interested in college athletics

<table>
<thead>
<tr>
<th>College of Charleston</th>
<th>Rollins College</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. Of South Carolina</td>
<td>Indiana University</td>
</tr>
<tr>
<td>U. Of Richmond</td>
<td>Butler University</td>
</tr>
<tr>
<td>High Point University</td>
<td>Babson College</td>
</tr>
</tbody>
</table>

Viking #2: The Search Progresses

Time and Change:
- Test scores go up
- Begins to understand admissions selectivity
- Intrigued by idea of possibly pursuing athletics after a great junior year
- Grades are on upward trend, but not sure if it's too little, too late?
- Viking #2 maintains a positive attitude and is open to suggestions of more colleges

<table>
<thead>
<tr>
<th>DePauw University</th>
<th>Miami University (OH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University</td>
<td>Ohio Wesleyan</td>
</tr>
</tbody>
</table>

Viking #2 adds four more colleges
Viking #2 Applies to Colleges

- Final list – knew there were many “unlikelies”, but Viking #2 wanted to go for it
- Said they only needed to find one college and had a high tolerance for rejection
- In the end, chose a place where playing their sport was an option

<table>
<thead>
<tr>
<th>College</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>Rollins College</td>
<td>DENIED</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
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Step #3: Application and Selection Process

Types of Applications

- Early Decision - binding
- Early Action – **not** binding
- Restrictive Early Action
- Rolling Admission
- Regular Decision
- Priority (just another word for Early Action)
Student Responsibilities

- Attend College Counseling Class
- Prep for SAT/ACT
- Read your school e-mail - **daily**
- Meet with your College Counselor
- Understand application requirements
- Keep track of deadlines
- Write your own college essays
- Visit with College Representatives who come to CA in fall
- Ask two teachers to write rec letters for you (May)
- Complete application(s) and the supplements (Aug-Oct)
- Submit Transcript Requests to College Office via Maia
- Send Official SAT/ACT scores from testing websites

Student Role

- Be open to suggestions
- Know when you need help from an adult…and don’t wait until the last minute
- Know when to help yourself
  - “I know you already told us 5 times, but what is the registration deadline for the SAT?”
- Know that you are not your GPA or the college you go to
- Be sensitive to your classmates
  - confidentiality, pressure, language
- Relationships Matter — talk to your parents
**Counselor Responsibilities**

- Guide families through the complexities of the process
- Teach College Counseling Class for topics that apply to all
- Meet with families for individual college planning
- Serve as external face of Academy
  - Host colleges who visit Academy
  - Visit college campuses
  - Attend 3-4 national conferences per year
  - Stay abreast of NCAA rules/regulations
- Coordinate standardized testing
- Educate CA community (teachers, etc.) about current trends
- Narrate the counselor (school) letter of recommendation
- Send the following to colleges and universities:
  - Secondary School Report, Official Transcript, Counselor Recommendation
  - Teacher Recommendations, School Profile, 1st semester grades in January

**Counselor Role**

- Provide support & advice
- Be an advocate for the student
- Help students learn important interpersonal skills
- Place the college process in context within overall student development and school life
- Keep our core values at the center of the college admission process
  - Respect
  - Responsibility
  - Honesty
  - Compassion
  - Fairness
  - Moral Courage
  - Integrity
Parent Responsibilities

- Complete Parent Brag Sheet (we’ll send link to you in April)
- Communicate and meet with college counselor
- Attend Parent Nights, Coffees, & College Fairs
- Visit college campuses with your child
- Consider appropriate options with your student
- Be upfront about limiting factors
  - Cost, distance, location, selectivity, major
- Complete any necessary Financial Aid applications and forms
  - FAFSA and CSS Profile
  - www.finaid.org (for estimate)
- Pay for college
- Help student keep track of deadlines

Parent Role

- Choose your words carefully—*we* or *bad college*
- Be a member of your student’s support system
  - Know when to step in/when to encourage independence
- Educate yourself about the process
  - Myths v. Facts
  - Don’t believe everything you read
- Know when to change the topic
- Model good behavior
- Think about unintended consequences
  - Trip to visit *only* colleges with very low acceptance rates
  - How often you talk about this with your child and others
Resources

- College Counselors
  - College Counseling Class
  - Individual Appointments
- Visits by College Representatives
  - Over 100 come to CA in the fall
- Folders from this evening
- Meetings & Parent Coffees
- Financial Aid Night (every fall)
- Ms. Conti, Director of Internships
  - Summer Planning, Resume Drafting, etc.
- Columbus NACAC College Fair in February
- Maia Learning (our school previously used Naviance)

Limiting Resources

Time and/or Money

Plan Ahead
Next Steps

**Students**
-- Complete Junior Survey (Google Form) before the first meeting with your college counselor
-- Get ready for some fun in College Counseling class!

**Parents**
-- Attend Financial Aid Night & Parent Coffees
-- Block out your calendar for diagnostic college visits during Spring Break—large/small, small town/urban, likely/unlikely

**Everybody**
-- It’s research time!
-- Check out a local college on a Saturday
-- See recommended books and websites handout

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Quick Primer on College Visits

**Why** Visit Colleges?
– Marketing Materials versus Real Life
– Demonstrate Interest

**How** do you set this up?
– Parents set up campus tour/info session with admission office, through college’s website or call admissions office

**When** should juniors go?
– Spring Break, Summer, Winter days off

**Where** should you start?
– Multiple colleges in a geo region
– Do not visit your dream school first
Test Registration

- Look at your calendar 
- Photo upload at registration  
- Photo ID required on test day  
- Students are responsible for registration (ACT & SAT)  
- Not all questions on ACT registration page are required  
- Do not send scores to colleges now. Leave that section blank.

Thanks for listening!

“That’s a lot of info. I need to take deep breaths.”

“I’m so excited, I’m going to follow those counselors on Twitter @Vikings2College”

“Don’t I get a folder full of information?”